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ABSTRACT

This program assessment instrument, developed for use by administrators, professional counseling staff members, and community representatives, is designed to assess guidance and counseling programs and to provide an informational basis for establishing goals. The instrument is presented as a useful tool for validating exemplary programs, conducting self-appraisals, developing long-range goals, planning inservice training, planning and evaluating federal programs, and disseminating information. The instrument's criteria rating items are delineated in terms of philosophy, leadership, program, personnel, resources and evaluation. The complete assessment instrument is provided for the reader in this document. (JAC)

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PROMISING PRACTICES:

Criteria for Excellence in Guidance and Counseling

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1981

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GUIDANCE AND COUNSELING PROGRAMS
CRITERIA for EXCELLENCE

This program assessment instrument has been developed to be used by administrators, professional staff and community representatives to assess Guidance and Counseling programs and to provide an informational basis for establishing goals. Possible uses for information generated from this instrument are:

Validation of exemplary programs/promising practices
Self-appraisal (building, district, community level)
Development of long range goals
Planning inservice
Planning and evaluating federal programs
Disseminating information

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1. **PHILOSOPHY** 1 2 3 4 5

A. The school district has developed and adopted a written philosophy of guidance and counseling similar to American School Counselor Association standards or other appropriate standards.†

B. The program is flexible and relevant to the school and community environment, providing for each individual.

C. The guidance and counseling program is seen as an integral part of the total educational program for all students.

D. Administrators, parents, teachers and community members are familiar with the philosophy and purposes of the guidance and counseling program.

E. The students in the school are informed of the philosophy and purposes of the guidance and counseling program.

F. The guidance and counseling program is developmental and preventative in nature.

2. **LEADERSHIP** 1 2 3 4 5

A. The school board is familiar with and committed to implementation of the guidance and counseling program.

B. School administrators are familiar with and committed to all components of the guidance and counseling program.

C. The building principal actively participates in and supports the guidance and counseling program and assists in integrating it into the curriculum.

D. The authority , responsibility and necessary time to develop and coordinate the guidance and counseling program are assigned to an individual who:

* facilitates guidance and counseling inservice for regular classroom teachers as well as specialized staff;
* demonstrates a commitment to the guidance and counseling program by informing the school board, the central administration and the community of the status of the program;

†Consultant: *The Alaska School Counselors Handbook*, Department of Education, Juneau, 1981.

Rating scale:

1) not started 2) started 3) some progress 4) almost achieved 5) achieved

- meets on a regular basis with the guidance and counseling staff;
- provides encouragement and resources for counselors to continue their professional development;
- encourages and facilitates the activities of the guidance advisory committee (an existing committee may assume these duties).

E. Guidance and counseling personnel are skilled in providing leadership in building and maintaining support for the program.

PROGRAM

3.	The district has developed goals and objectives through a process involving the community, staff and students.	1 2 3 4 5
4.	A planned sequence of counseling and guidance activities is designed to assist students in developing self-understanding, self-acceptance and effective interpersonal skills.	1 2 3 4 5
5.	There is a well-defined process for program policy development which includes the roles of the guidance advisory committee, staff and students.	1 2 3 4 5
6.	Current counseling and guidance orientation materials are utilized as a resource for new and returning staff, students, parents and other community members.	1 2 3 4 5
7.	Planning is coordinated with classroom teachers regarding guidance activities in the academic curriculum.	1 2 3 4 5
8.	The identifiable guidance and counseling basic services provided all students are: a. student orientation b. student assessment 1. achievement 2. aptitude 3. interest 4. other c. counseling d. career, vocational, and post-secondary information e. referral services f. student follow-up procedures.	1 2 3 4 5

Rating scale:

1) not started 2) started 3) some progress 4) almost achieved 5) achieved

9. a. The identifiable appropriate developmental services provided elementary students are: 1 2 3 4 5

   1. consultation services
   2. group process and counseling
   3. peer counseling
   4. family counseling
   5. staff consultation.

   b. The identifiable appropriate developmental services provided secondary students are: 1 2 3 4 5

   1. placement
   2. academic information
   3. counseling
      a. individual
      b. group
      c. family
      d. peer
   4. financial aids and scholarship information
   5. consultation.

10. Provisions are made for coordination between the elementary and secondary programs throughout the year. 1 2 3 4 5

11. The guidance and counseling program is conducted in accordance with American School Counselors Association Code of Ethics.† 1 2 3 4 5

12. The guidance and counseling program incorporates consultations with teachers, parents and referral agencies. 1 2 3 4 5

13. The program includes an identifiable process of disseminating information to students, parents and community members. 1 2 3 4 5

14. The program has a guidance advisory committee which includes parents, students and staff (an existing committee may assume these duties). 1 2 3 4 5

PERSONNEL

15. Job descriptions are on file and available for all personnel working in the guidance and counseling program. 1 2 3 4 5

16. Counselors have been trained in an approved graduate program (National Association of State Directors in Teacher Education and Certification) in guidance and counseling, recommended by the preparing institution, and certified by the Alaska Department of Education. 1 2 3 4 5

†Consultant: *The Alaska School Counselors Handbook*, Department of Education, Juneau, 1981.

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17.	There are provisions to use paraprofessionals and/or volunteers and peer counselors in the guidance and counseling programs.	1	2	3	4	5
18.	Adequate clerical assistance is provided.	1	2	3	4	5
19.	The guidance and counseling program is staffed appropriately to meet the identifiable program needs.	1	2	3	4	5
20.	Continuing professional development is demonstrated by guidance staff members.	1	2	3	4	5
21.	Provisions have been made for specialists to work with students with special needs.	1	2	3	4	5

RESOURCES

22.	The budget reflects the program philosophy.	1	2	3	4	5
23.	Materials used in the program are non-sexist and appropriate to students' cultural and educational needs and interests.	1	2	3	4	5
24.	An accessible staffed resource center which includes current instructional professional materials is available.	1	2	3	4	5
25.	There is periodic review and inspection of commercially prepared materials to determine relevance.	1	2	3	4	5
26.	Articulation with higher education emphasizing inservice training and professional development is maintained.	1	2	3	4	5
27.	Appropriate facilities are provided for guidance and counseling functions.	1	2	3	4	5
28.	There is a sharing of professional information through guidance and counseling staff involvement in associations, conferences and meetings at local, state and national levels.	1	2	3	4	5
29.	The guidance and counseling program actively utilizes community and agency resources.	1	2	3	4	5
30.	Time is recognized as a resource, and it is provided to guidance personnel for planning and evaluating an overall guidance and counseling program.	1	2	3	4	5

Rating scale:

1) not started 2) started 3) some progress 4) almost achieved 5) achieved

31.	Adequate time is provided for administrators, guidance and counseling staff, teachers and parents for planning and reviewing the local program.	1	2	3	4	5
32.	The program utilizes a current data processing system for delivering guidance information and services.	1	2	3	4	5

EVALUATION

33.	There is a current community and/or school district needs assessment which has been incorporated into the annual program plan.	1	2	3	4	5
34.	An operational process for evaluating the guidance and counseling program is utilized.	1	2	3	4	5
35.	Program evaluations are based on well-defined written criteria.	1	2	3	4	5
36.	The evaluation process involves teachers, students and community members on a regular basis.	1	2	3	4	5
37.	Evaluation results are used for program planning and improvement and are communicated to school administrators and the community.	1	2	3	4	5
38.	The program has a systematic procedure for recording guidance and counseling services.	1	2	3	4	5

Rating scale:
1) not started 2) started 3) some progress 4) almost achieved 5) achieved

Guidance and Counseling
CRITERIA FOR EXEMPLARY PROGRAMS
DISTRICT PROFILE SHEET

Mark your rating for each numbered item on a scale of 1 to 5 or any point in between.

	Not Started 1	Started 2	Some Progress 3	Almost Achieved 4	Achieved 5
1 **PHILOSOPHY**					
2 **LEADERSHIP**					
PROGRAM					
3 Goals involve comm., staff, students					
4 Sequence develops effective skills					
5 Process for policy development					
6 Orientation materials					
7 Coordinated planning					
8 Services provided all students					
9a Services provided elementary					
9b Services provided secondary					
10 Coordination					
11 Code of ethics					
12 Consultations					
13 Dissemination					
14 Advisory committee					
PERSONNEL					
15 Job descriptions					
16 Certified counselors					
17 Volunteers/Peers					
18 Clerical assistance					
19 Adequate staffing					
20 Professional development					
21 Specialists					
RESOURCES					
22 Budget					
23 Appropriate materials					
24 Resource center					
25 Periodic review					
26 Articulation					
27 Facilities					
28 Staff involvement					
29 Agency resources					
30 Adequate planning time					
31 Planning and review					
32 Current delivery system					
EVALUATION					
33 Needs assessment					
34 Operational process					
35 Written criteria					
36 Teacher, student, comm. involvement					
37 Evaluation results					
38 Record keeping					

PROMISING PRACTICES TASK FORCE MEMBERS
GUIDANCE AND COUNSELING PROGRAMS

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Adopted by the State Board of Education, June 1981